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# **PATHWAYS TENNESSEE**

## **PATHWAYS TO PROSPERITY NETWORK**

### Overview



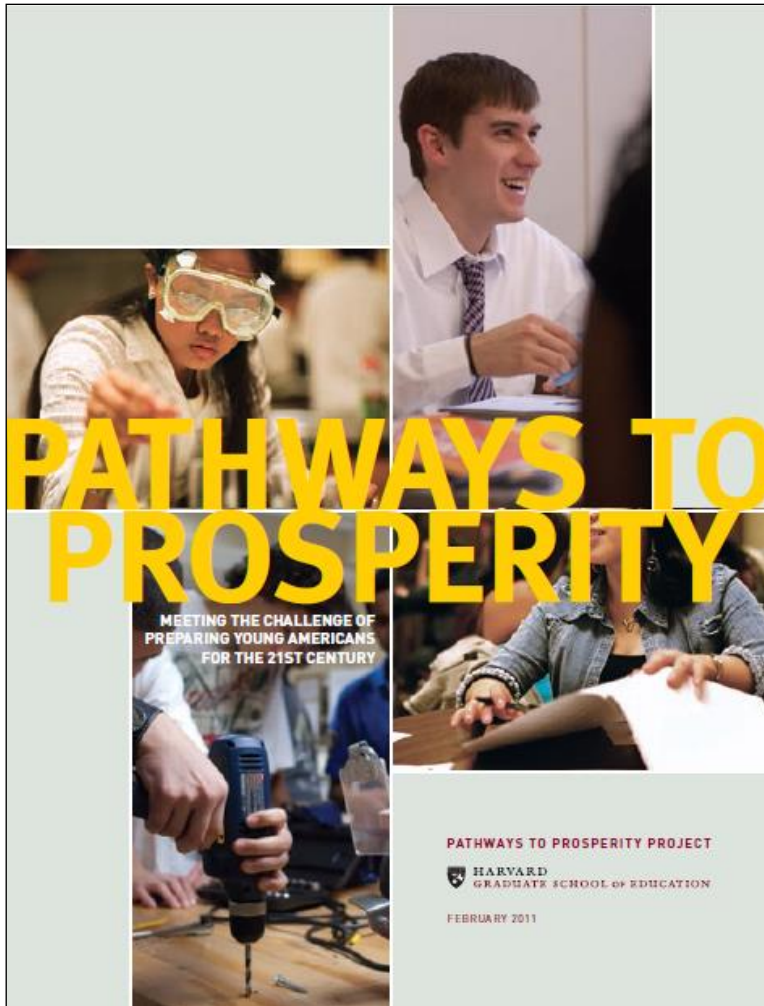
# ***Building Tennessee's Pathways: Aligning Tennessee's Educational Achievement Goals with Its Diverse Industry Needs and Opportunities***



Image Credit: Corporate Voices for Working Families



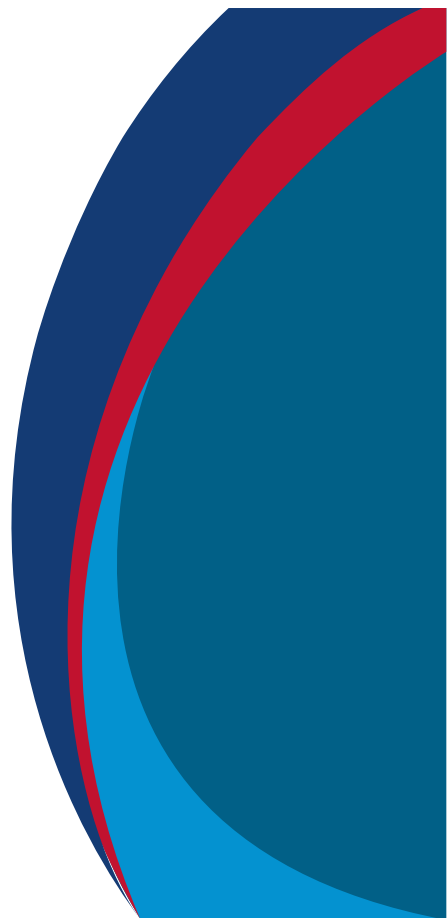
# Pathways to Prosperity Report



- Published in February 2011
  - William Symonds, Robert Schwartz & Ronald Ferguson
  - Harvard Graduate School of Education
  - Widely acclaimed nationally and globally
- March 2012: Bob Schwartz - featured speaker, Education & Industry Summit, VW
- April 2012: Invited to submit Letter of Interest
- June 2012: Selected to join *Pathways to Prosperity Network* (9 states currently); HGSE, JFF conveners

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)



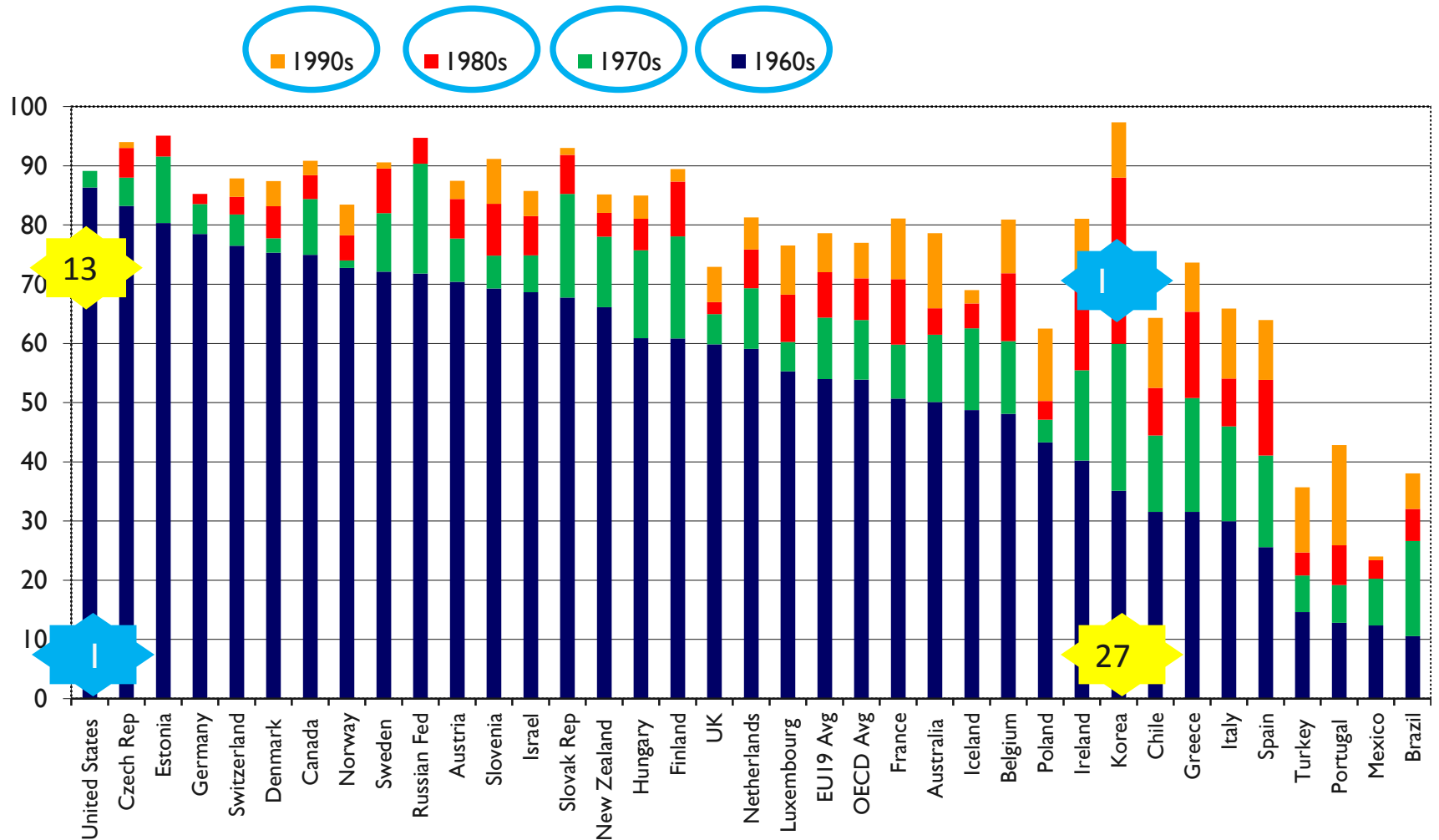


# Pathways to Prosperity Network

AN INITIATIVE OF JOBS FOR THE FUTURE  
AND THE HARVARD GRADUATE SCHOOL  
OF EDUCATION



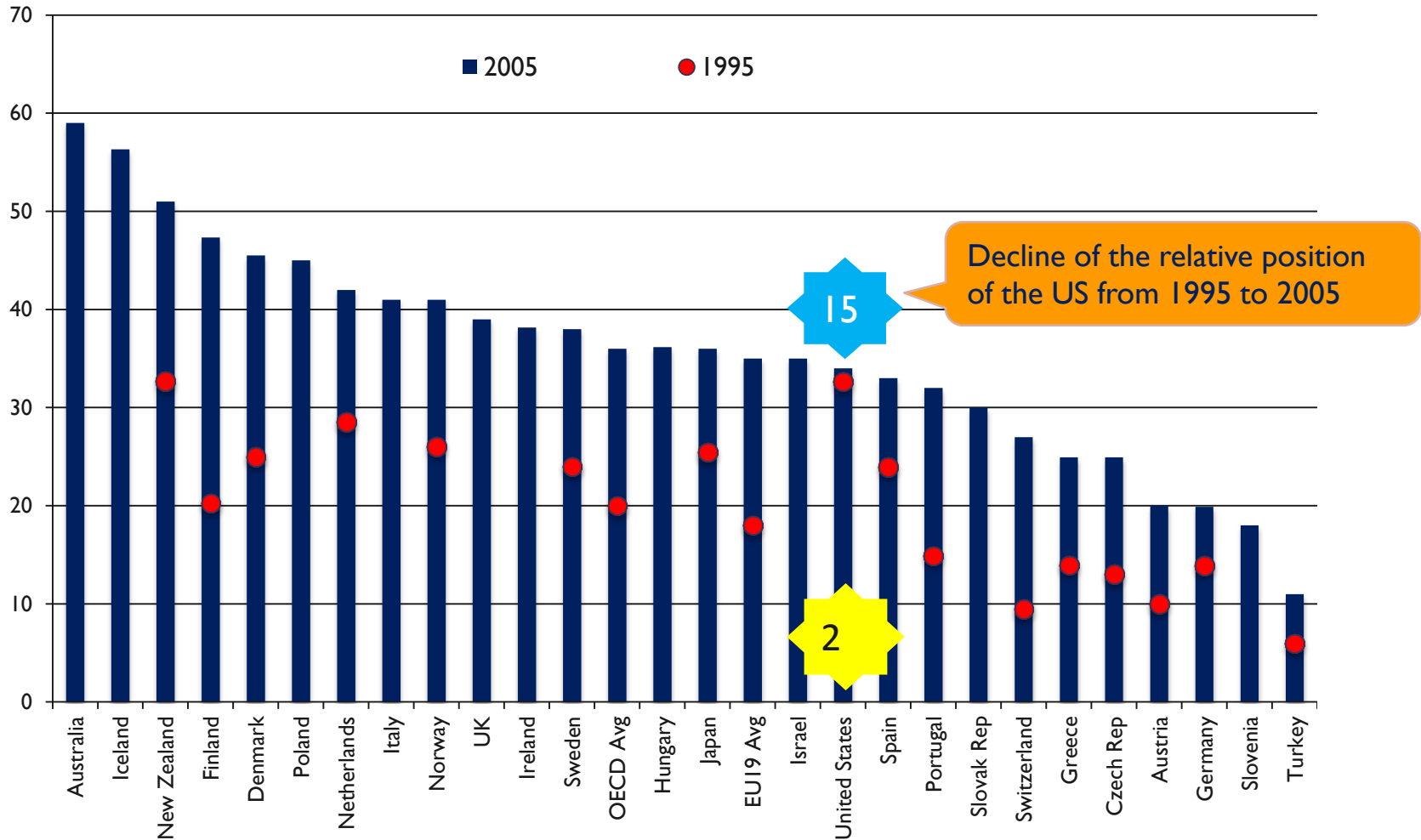
# School Completion: U.S. rate has stagnated, most industrialized countries have improved



Source: Schleicher (2007) based on OECD data. Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 35-44, and 25-34 years



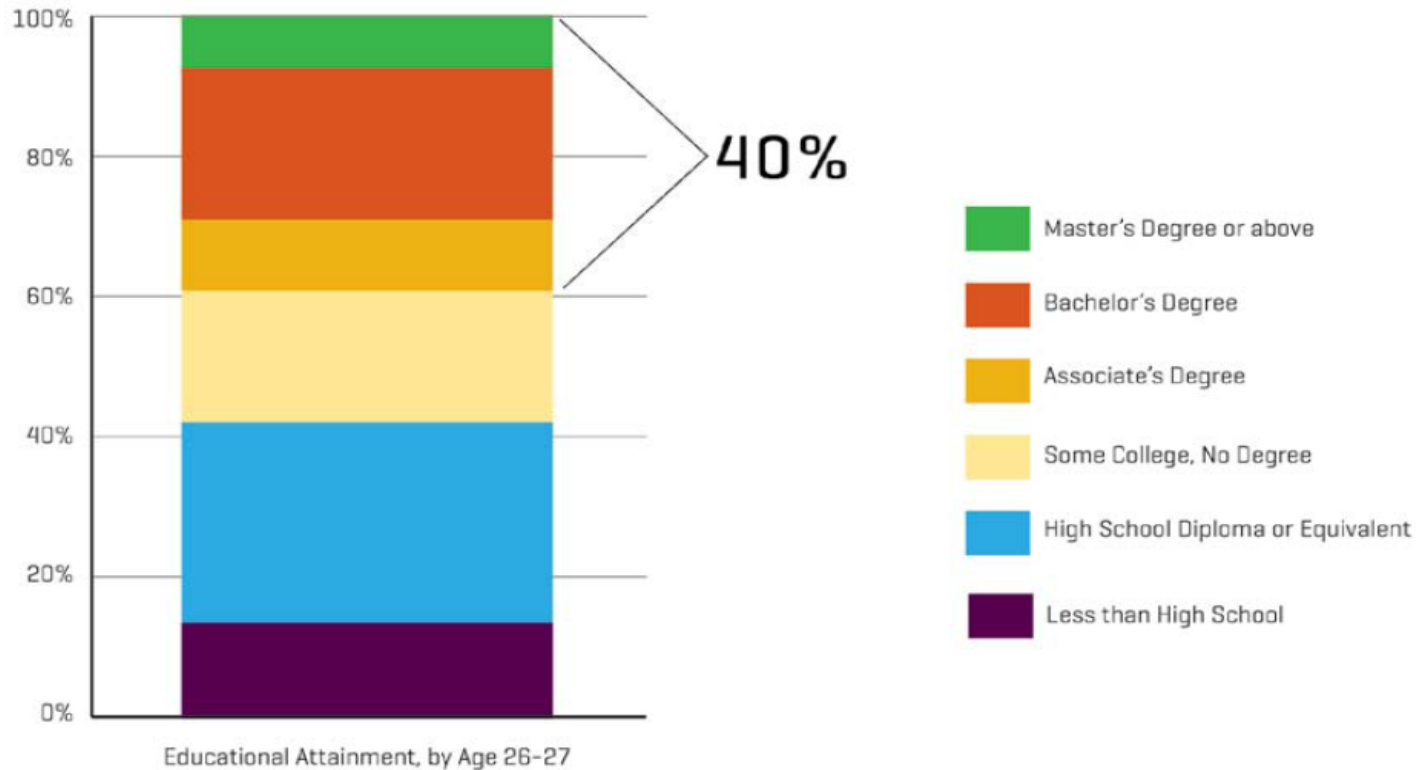
# College level graduation rates: U.S. stagnated, others improved



Source: Schleicher (2007) based on OECD data. Percentage of tertiary type A graduates to the population at the typical age of graduation.



# The current US reality: only 40% of 27-year olds have earned an AA or higher



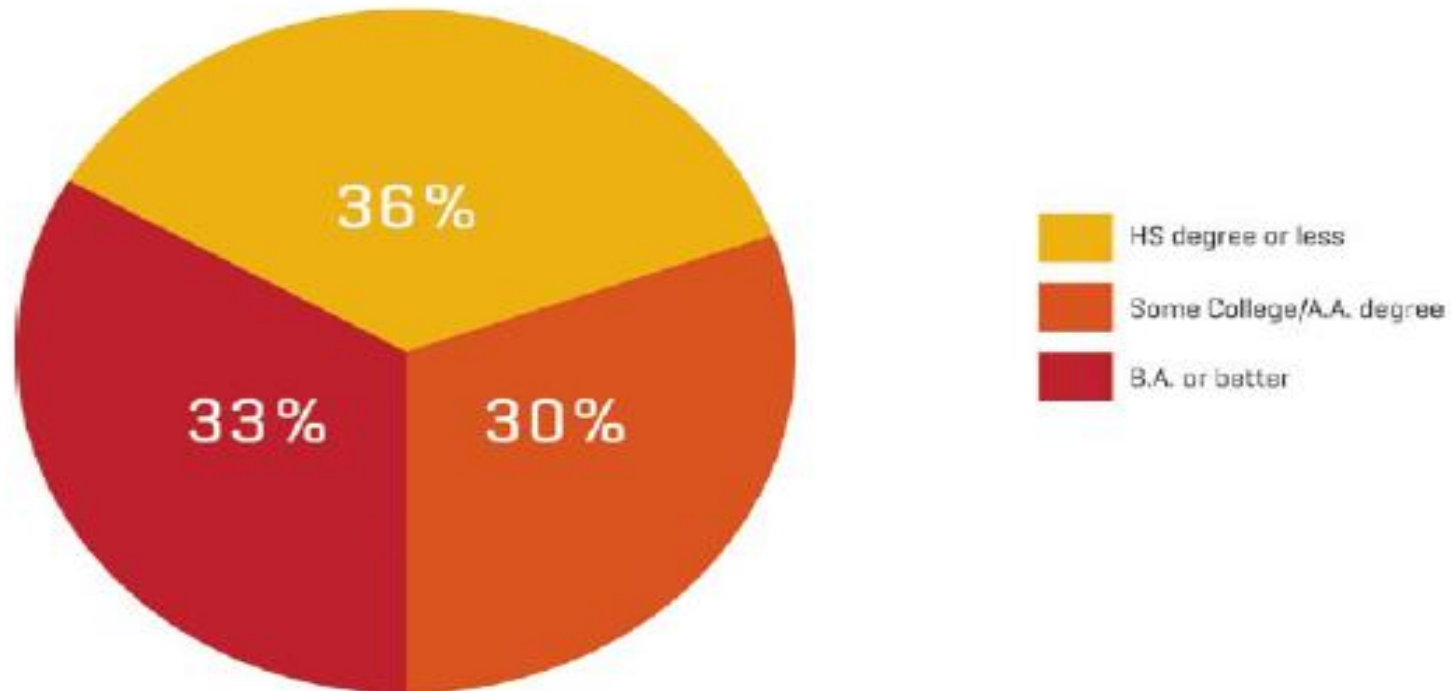
Note: Represents data collected in surveys between 2006-2008; GED is approximation based on data from GED Testing Program.

Source: Current Population Survey Annual Social and Economic Supplement.



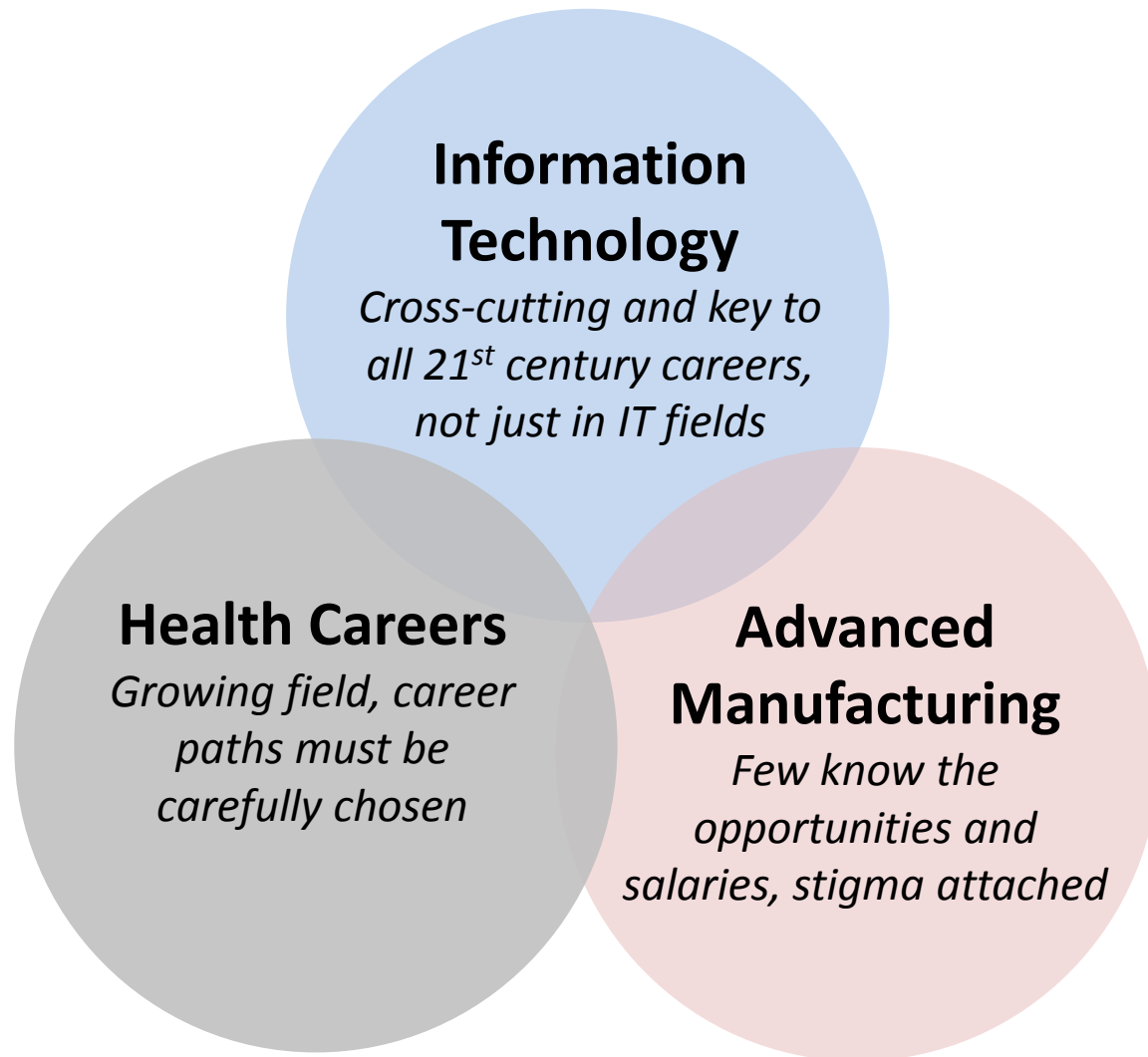


# College for All does not mean everyone needs a BA; even in this decade, most jobs do not require a BA



Source: March CPS data, various years; Center on Education and the Workforce forecast of educational demand to 2018.

# Most prevalent career areas of focus and greatest pipeline development need



# Pathways Tennessee Regions



9 Regions based on the ECD Jobs Base Camps



# PATHWAYS TENNESSEE

## Overall Goal

To provide Tennessee students in grades 7<sup>th</sup>-14<sup>th</sup>/16<sup>th</sup> access to rigorous academic/career pathways, which are interlinked with local, regional, and state economic/labor market needs and trends in order to develop and promote a workforce that is educated and skilled in their chosen fields.

## Statewide Plan

Goal will be achieved through a statewide policy-oriented, initiative-driven, data-supported plan based on identified regional strengths/opportunities and willing local and regional network partners.

## Statewide Planning & Implementation Team

Department of Economic & Community Development  
Department of Education  
Department of Labor & Workforce Development  
Governor's Office

State Collaborative on Reforming Education  
Tennessee Business Roundtable  
Tennessee Higher Education Commission  
Tennessee State Board of Education

## Expectations & Timetable

**Expectations:** Initiatives (a) build off existing resources and interests, (b) are driven locally/ regionally, (c) are sustainable, and (d) are interlinked to local, regional, state needs and trends.

**Immediate:** Work with each identified region to identify interests and leadership and to incent initiatives; initiate targeted messaging/PR.

**Long-range (3<sup>rd</sup> year – beyond):** Fully actualize state rollout across the nine identified regions.



# Six Key Elements to Developing Regional Academic/Career Pathways

## Build Cross-Agency Partnerships & Clarify Roles

- *Key cross-agency partners at the local and state levels are engaged, agree to a shared vision, and gain support from political leaders. Roles and responsibilities are clearly defined and formalized.*

## Identify Sector or Industry & Engage Employers

- *Sectors and industries are selected and employers are engaged in the development of career pathways.*

## Design Education & Training Programs

- *Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.*

## Identify Funding Needs & Sources

- *Necessary resources are raised and/or leveraged to develop and operate the career pathway system, and education and training programs.*

## Align Policies & Programs

- *State and local policy and administrative reforms are pursued to promote career pathway system development and to support implementation.*

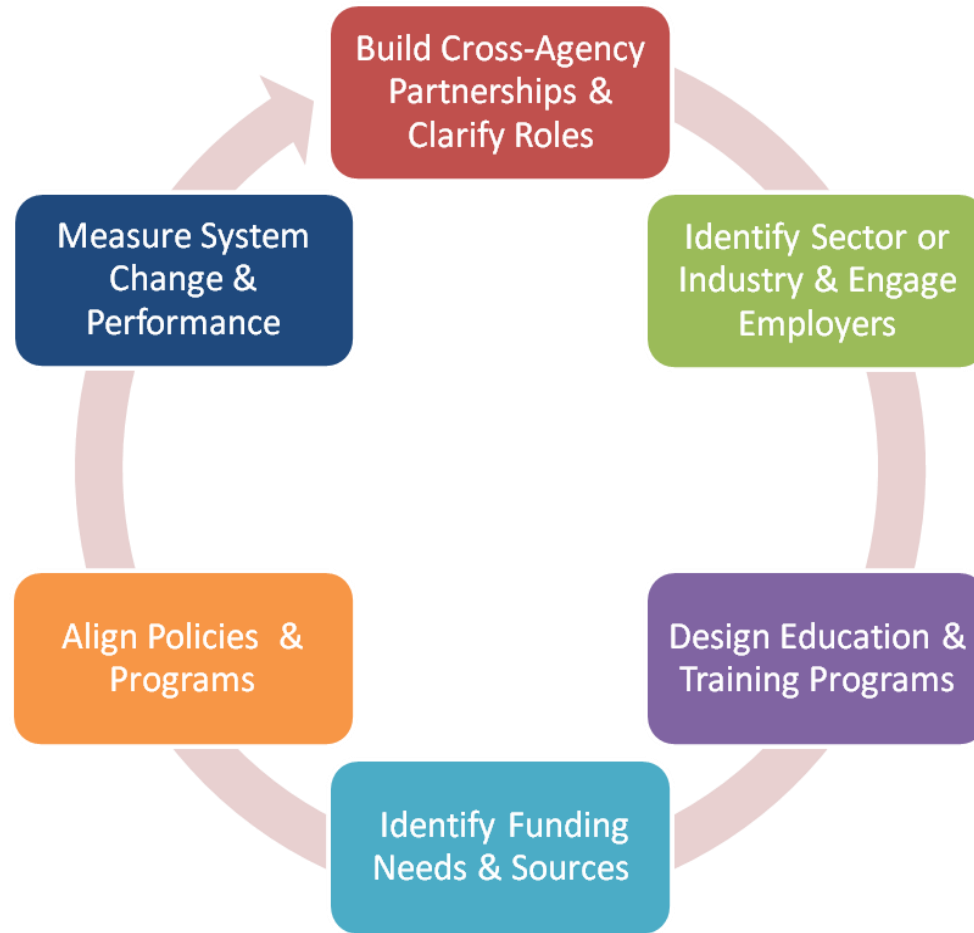
## Measure System Change & Performance

- *Assessments of system-wide change and measurements of performance outcomes are conducted to ensure continuous improvement.*

Source: Clagett & Hale (2012) "The Promise of Career Pathways Systems Change"



# Six Key Elements to Developing Regional Academic/Career Pathways



Source: Clagett & Hale (2012) "The Promise of Career Pathways Systems Change"



# 2013-14 Pilot Regions

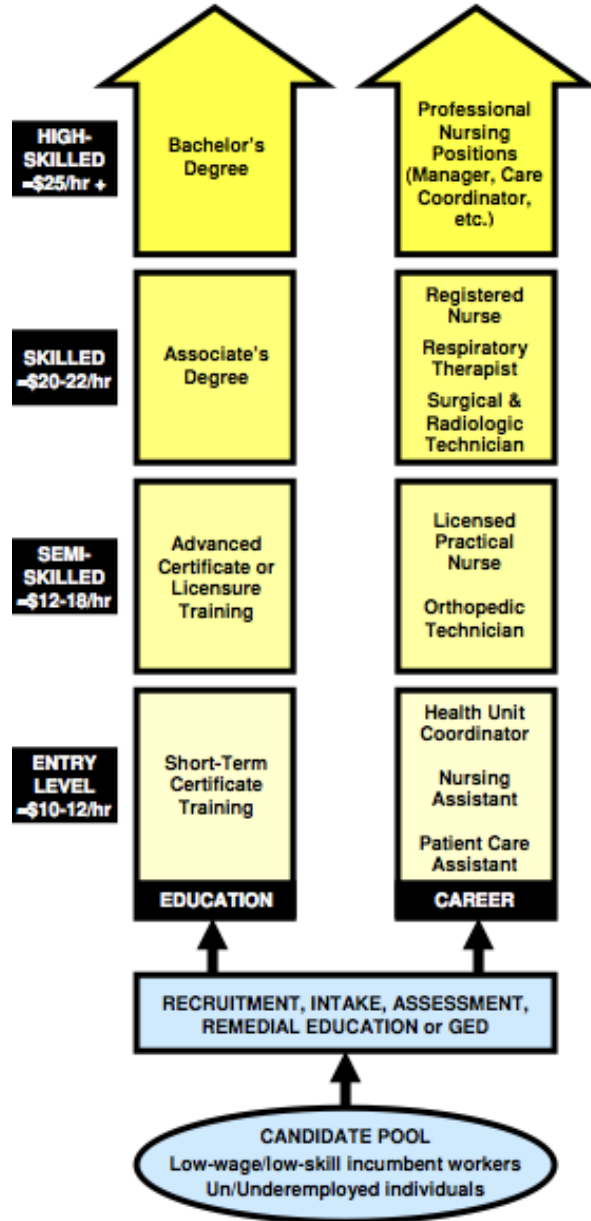
## ☐ **Upper Cumberland (Jackson, Putnam, Warren, White)**

- ☐ Intermediary: Highlands of Tennessee
- ☐ Advanced Manufacturing
- ☐ Health Sciences
- ☐ Grade 7 Module for 2014 cohort
- ☐ Implementation of Academic/Career Coaches

## ☐ **Southeast (Bradley, Hamilton, Marion, McMinn)**

- ☐ Intermediary: Chattanooga Public Education Foundation
- ☐ Advanced Manufacturing
- ☐ Information Technology
- ☐ Will have courses in place for 2014 school year





## Pathways Must:

- Have multiple entry and exit points
- Transition seamlessly from secondary to postsecondary, allowing for college credit and industry certifications in high school
- Encourage/support active industry involvement in student learning

Source: Clagett & Hale (2012) "The Promise of Career Pathways Systems Change"





# Pathways Tennessee: Roles and Supports

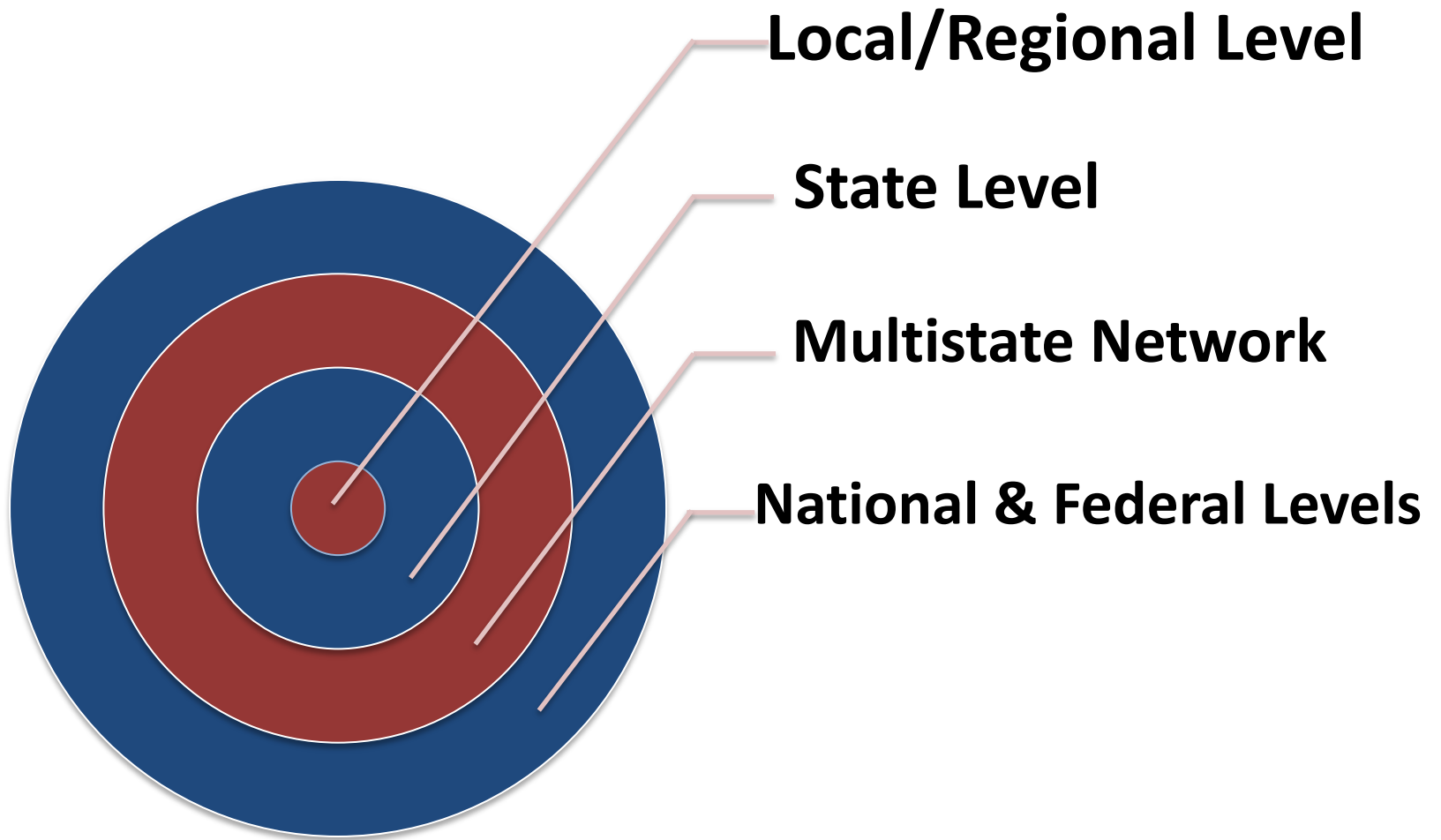
## State

- ☐ Development & Execution of Statewide Strategic Plan (*policy-oriented, initiative-driven, data-supported*)
- ☐ Technical assistance to Regions
- ☐ Linkage and Engagement: Education and Industry (*local and regional*)
- ☐ Initiate Regional Asset Mapping
- ☐ Affirm Local/Regional Plans, reflecting the broad principles of the Statewide Plan
- ☐ Incentive funding (*designated agency funding where available and where aligned with existing agency interests*)
- ☐ Coordinated, targeted communications
- ☐ Monitor & Evaluate State Plan & Regional Plans

## Regional/Local

- ☐ Visionaries & developers of their plans focused on regional growth and stability, and based on identified economic, labor, and education (k-16) strengths and opportunities
- ☐ “Front line” implementers of developed plans (lead convening entity; regional partners)
- ☐ Identifiers of existing or potential repurposed/redirected funds to support approved plan
- ☐ Ensures long-term sustainability
- ☐ Regions are the drivers





# Establishing and Launching a Pathways Region

- ☐ Self-identified willing, committed stakeholders who agree to invest time and resources.
- ☐ Lead or co-lead conveners.
- ☐ Stakeholders should reflect diversity in industries, education and community organizations across the region.
- ☐ Conduct research based assessments of regional strengths and opportunities.
- ☐ Based on synthesized research, identify initial and intermediate regional focuses/initiatives, which reflect a committed approach to braiding academic/career pathways to support regional strengths and opportunities.
- ☐ Submit Regional Pathways Plan to State Planning Team





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